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ABSTRACT

The purpose of the African Social Studies Programme "Newsletter" is to keep persons actively engaged in the development of social studies in Africa and elsewhere informed of new developments and activities taking place in the twelve member countries in Africa. Also included are: meeting announcements, availability of syllabi, guides and papers, workshop information, etc. Those interested in receiving the newsletter regularly should request that their name be placed on the mailing list. (JLB)

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AFRICAN SOCIAL STUDIES PROGRAMME

NEWSLETTER

Issued by the Secretariat,
African Social Studies Programme,
P.O. Box 4777, Off Desai Road, Nairobi,
East Africa,
Telephone 28344,
Cables ASSPROGRAM, NAIROBI.

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NOVEMBER, 1970 NO. 1

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MEMBER COUNTRIES AND THEIR REPRESENTATIVES:

BOTSWANA - Mr. S. Modisi
ETHIOPIA - Mr. Befekadu Mitiku
GHANA - Prof. K. B. Dickson
KENYA - Dr. F. F. Indire, (Hon. Director)
LESOTHO - Mr. L. D. Ngcongco
LIBERIA - Dr. A. Doris Banks Henries
MALAWI - Mr. L. B. Mallunga
NIGERIA - Mr. M. A. Makinde
SIERRA LEONE - Prof. E. W. Blyden *III*
TANZANIA - Mr. Tibakwitera
UGANDA - Mr. S. Kajubi
ZAMBIA - Mr. E. M. Mutewera

AFRICAN SOCIAL STUDIES PROGRAMME

NEWSLETTER

NOVEMBER, 1970.

PREFACE:

It is with the greatest pleasure that I present this first newsletter of the African Social Studies Programme. The primary purpose of the newsletter is to keep persons actively engaged in the development of social studies in Africa and also in other parts of the world informed of what new developments in social studies are taking place in the member countries.

It is just over a year now since the secretariat was established with a full time secretary and a subordinate staff of a stenographer, a clerical officer and a messenger. Since then many interesting things have happened, two of the most significant of which have been the joining of the programme by Liberia which has thus become the 12th member country and also the three social studies workshops organised by the programme in Addis, Nairobi and Gaborone in collaboration with the Ministry of Education, Botswana, the Kenya Institute of Education, the Ministry of Education, Ethiopia and the Centre for Educational Development Overseas, London in August this year (see page 4).

The funding of the programme has engaged the serious attention of the secretariat and the Co-ordinating Committee. As some of you may be aware, the programme was given a start as a result of funds made available by Ford Foundation through the EDC (Education Development Centre, Newton, Massachusetts, U.S.A.) for effective but not total programme support for a period of two years. The Ford Foundation grant is expected to be expended by the end of July, 1971 and proposals have been sent to the following organisations for financial assistance to enable the programme operate for at least five years more:

1.	Ford Foundation, New York	- Total programme support with special emphasis on the support of the secretariat.
2.	Secretariat for Technical Co-operation with Developing Countries, Danish Ministry of Foreign Affairs.	- Resources Centre.
3.	International Bank for Reconstruction and Development Washington D.C. (World Bank)	- Resources Centre and Library
4.	United Nations Development Program, New York	- In-country support for workshops, conferences and seminars.
5.	Carnegie Corporation, New York	- In-country support for workshops, conferences, seminars, courses, consultants, experts and tutors

6.	United States Agency for International Development (Washington D.C.)	- consultants, tutors, experts, agency service, workshops, seminars and conferences; contingencies.
7.	Centre for Educational Development Overseas London	- Consultants, tutors, experts, agency service, workshops, seminars and conferences.
8.	Ministry of Overseas Development, U.K.	- consultants, experts, tutors, agency service, workshops, seminars and conferences.

It is hoped that the response of these funding agencies will be favourable since it will be most unfortunate if the secretariat has to close down because of lack of financial resources. So far, the member countries have made no direct contribution for the support of the secretariat, although some member countries have given indirect support e.g. providing office accommodation and house for the Executive Secretary, providing in-country transport for the Secretary during his visits to member countries. It may be necessary now to start thinking seriously of ways and means of generating sufficient funds from within member countries and other parts of Africa for the support of the secretariat when outside assistance ceases. Contacts have been made with the ECA and the OAU and it is hoped that these contacts will prove fruitful.

If this programme is to be a truly African exercise, the energies of as many knowledgeable and interested Africans as possible should be harnessed for the organisation of workshops and courses and also towards the production of relevant and suitable materials for the primary school which is the first area of priority in this exercise. The secretariat is already working towards the establishment of a cadre of African consultants, experts and tutors who could be used in social studies workshops (see page 6). The secretariat welcomes constructive suggestions from all interested persons both in Africa and outside Africa and it is hoped that persons who are actively engaged in social studies curriculum development in Africa will maintain a close contact with the secretariat so that the secretariat may have an up-to-date information on what is happening in the member countries.

D.V. OWIREDU
Executive Secretary

17/11/70

1. RECENT DEVELOPMENTS IN ENVIRONMENTAL STUDIES IN GHANA

The Curriculum Research and Development Unit of the Ghana Ministry of Education has been playing a leading roll in defining the area of study, promoting new projects and collaborating with bodies and individuals interested in Social Studies.

Efforts have been made to interest Teacher Training Colleges in innovation. At Ajumako and Foso Training Colleges, the merit and demerits of various approaches were identified through projects and experiments. At Foso (a) The language skills of the pupils,

(b) The teacher adjustment to new techniques were found to be crucial to the success of the approach.

A draft syllabus covering the first two years of the primary school has been drawn up - copies will be duplicated and sent to member countries as soon as a copy of this syllabus is received at the secretariat. The draft syllabus is intended to be used as research material to establish the strength and relevance of the programme and to identify problems connected with the approach. Try-out approaches started in October, 1970 in various language areas of Ghana to determine-

(a) The language implications of the programme.

(b) The extent to which the programme can be enlarged, corrected or is practicable.

(c) The part audio-visual aids can play in the programme.

(d) What areas to stress in the in-service and pre-service training courses and what to include in teachers'guide.

During the past year, in-service training courses were mounted to acquaint teachers and field staff with the idea of environmental studies. One of these courses was run in collaboration with the British Council.

Discussions have been going on with the Ghana Broadcasting Corporation about the part radio and television can play in spreading new approaches and techniques. As from September, 1971, a series of primary school programmes will be mounted on television on national solidarity. A method programme is also envisaged for training colleges.

2. NATIONAL TECHNICAL TEACHERS COLLEGE - LAGOS YABA NIGERIA

Introduces a course in social studies. The National Teachers College in Lagos Yaba, Nigeria, an institution sponsored by UNESCO, has introduced a course in social studies for future secondary school teachers in technical subjects. The course is based on the principles laid down by the conference of .../2

African Educators, EDC and CREDO on social studies held in August, 1968 at Mombasa, Kenya.

The special considerations for the introduction of social studies in the curriculum were, according to the introduction to the syllabus "(a) ..... to help future technical teachers to integrate technical education with the needs of the local community where the teacher lives and with the needs of the country. (b) to make the teacher understand the various skills and talents which the child brings to the school from the local community and to help enrich and develop them. (c) To make of technical training an instrument of community development in a way which is best suited, taking into consideration the physical surrounding, the natural resources, the culture and talents of the society. (d) To co-operate closely with parents of students and with adults to make them interested in both technical education and training of their children in the development of their community. (e)To make the school an important centre of cultural advancement, technical training and communal life."

Copies of the syllabus of the Lagos-Yaba National Technical Teachers College have been sent to all the member countries. More copies can be obtained from the ASSP secretariat.

3. SOCIAL STUDIES SEMINAR AND WORKSHOP FOR SECONDARY SCHOOL TEACHERS IN NIGERIA (AUGUST, 1970)

At the invitation of the Ministry of Education of Kwara State of Nigeria, The Comparative Education Study and Adaptation Centre (CESAC) of the University of Lagos requested the members of the Social Studies Dept. of the Aiyetoro Comprehensive High School, Nigeria to conduct a seminar in Social Studies (from the 17th to the 20th August, 1970) for secondary school teachers and inspectors in Ilorin. The aim of the seminar was to introduce social studies to and familiarize teachers with the books "Social Studies for Nigerian Secondary Schools books I & II."

CESAC also, on the invitation of the Benue Plateau Ministry of Education, ran a social studies workshop in Jos from the 17th to 21st August, 1970. The main aim of the workshop was to introduce about fifty experienced teachers of history and geography in the State to the integrated approach. The workshop was based essentially on the new social studies books for Nigerian Secondary Schools

4. NIGERIA HOLDS A SIX YEAR PRIMARY PROJECT WRITING WORKSHOP (17TH AUG. TO 12TH SEPTEMBER, 1970)

A writing workshop for the six year primary project was held at the Institute of Education, University of Ife, Nigeria under the chairmanship and supervision of Prof. A. Babs. Fafunwa, Dean of the Faculty of Education, University of Ife, Ile-Ife. (Prof. Fafunwa is

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also the president of the social studies association of Nigeria). The Director of the project was Mr. J.F. Sokoya, Institute of Education, University of Ife, Ile-Ife and the co-ordinator for the project was Dr. A. Afolayan of the University of Ife.

The workshop concentrated on five teaching areas (a) cultural and social studies (b) Yoruba languages (c) Mathematics (d) Science (e) English language. In each of the areas, there was a departure from the present practice in Nigeria with respect to content, methodology and language of instruction-each of the subjects would be written and taught in Yoruba. This means that Yoruba will become the language of instruction in the primary school. English would be taught as a second language by teachers who have been specially trained or retrained to handle English as a second language. The philosophy behind this project has been outlined in the report on the workshop written by Mr. M.A. Makinde, the Secretary of the Social Studies Association of Nigeria and the co-ordinator for Nigeria on the Co-ordinating Committee of the African Social Studies Programme:

"The Philosophy underlying the project is an attempt to have a permanent literacy in Yoruba. At the same time it is meant to solve some of the problems hitherto facing primary education. As it is now, the pupils hardly understand English well enough to enable them have permanent literacy in English language after their primary education. Also many of them do not understand English language well enough to enable them understand fully the material and knowledge which teachers are trying to impart to them. With the result that those who go to the secondary schools have to battle with the language as well as with the materials. Those who don't go beyond the primary school soon lapse into illiteracy both in language and materials. It is hoped that the present experiment will cure the problems of content which will be given to them in their mother tongue and will be able to produce a situation of permanent literacy at least in the mother tongue among the primary school leavers.

The experiment is also meant to introduce English to the pupils as near the original as possible. If English is taught by a few good teachers, the standard of instruction will improve and the result in the pupils will be better than it is today."

In English language, maths, science and Yoruba, syllabuses for six years of the primary school course together with teachers guide and content material for primary I & II were prepared. In cultural and social studies a syllabus for six years of primary I & II and content material for primary I. were prepared.

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During the workshop, a seminar was organised for primary school headmasters and inspectors and there was also a conference of the principals of schools. The participants reacted favourably to the rationale behind the project.

5. SOCIAL STUDIES WORKSHOPS IN ADDIS, NAIROBI AND GABORONE, AUGUST, 1970.

The Programme in collaboration with the Ministry of Education Ethiopia, the Kenya Institute of Education, the Ministry of Education Botswana and the Centre for Educational Development Overseas London organised three social studies workshop in Addis, Nairobi and Gaborone. The purpose of these workshops was to acquaint key persons in these countries-

(a) with basic techniques of developing units or courses in social studies for primary schools which will bring about the integration of History, Geography, Civics and other social sciences in a meaningful way.

(b) with various strategies of enquiry in social studies which would develop in pupils the skills to discover things for themselves and help them think creatively and critically.

(c) with the techniques in the development and use of audio-visual aids as a support to written materials in social studies.

At the Gaborone workshop there were five participants from Lesotho and one from Zambia. The purpose of the workshop was achieved and the materials produced at the workshops are being compiled into a guide. A full report on the workshops can be obtained from the secretariat.

6. SIERRA LEONE PLANS INNOVATION IN THE SCHOOL CURRICULUM

Sierra Leone has plans to modernize it primary and secondary school curricula in four subject areas, one of which is social studies. Under an International Development Association Education project, work in social studies will start next January under a team of two, one an expert from overseas and the other a Sierra Leonean. This will be under the supervision of the Institute of Education, Fourah Bay College which is now responsible for Curriculum Development in Sierra Leone.

7. BOTSWANA PLANS AN EXPERIMENTAL PILOT SOCIAL STUDIES PROJECT

As a follow-up to the social studies workshop held in Gaborone in August, 1970, Botswana plans to launch an experimental social studies pilot project at the Camp School, Tlekweng and Lesedi primary schools. Arrangements are being made for the teachers and other personnel who will be involved in this pilot project to be briefed in early January, 1971.

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8. ETHIOPIA ORGANIZES FOLLOW-UP ACTIVITIES

As a result of the Addis Ababa Social Studies workshop which was held in August, 1970, the following follow-up activities have been planned by Ethiopia:

(a) Supervisors who attended the Addis workshop are expected to brief district supervisors and possibly primary school directors. Participants from the Teacher Training Institutes are also expected to brief other Teacher Training Institute Social Studies Teachers.
(b) Teaching Units and schemes are to be devised for schools starting this year.
(c) Two or three experimental schools are to be set up in each of the 15 Governorates-general for testing the prepared units and schemes before being introduced into schools.
(d) Arrangements will be made for feedback and proper evaluation before nation-wide dissemination.

In the governorate-general of Wollo, Social Studies workshops which were started in October will end on the 27th of November. The workshops were arranged to take place in Dessie, Woldiya and Were-Ilei.

9. THE ETHIOPIAN SOCIAL STUDIES COMMITTEE

The Ethiopian Social Studies Committee which was formed in December, 1969 is composed of the following members:

(a) Ato Befekadu Mitiku - Ministry of Education & Fine Arts.
(b) Dr. Haile Gabriel Dagne - Haile Selassie I University.
(c) Ato Haile W. Michael - Haile Selassie I University.
(d) Ato Zemichael H. Mariam - Teacher Training Institute, Addis Ababa.
(e) Ato Taye Tadele - Nefas Silk Secondary School.
(f) Fanta Mekonnen - Empress Menen Primary School.
(g) Zewegemariam Hailse - Primary School Supervisor, Addis Ababa.

AIMS AND FUNCTIONS

1. To advise the Ministry of Education on laying down suitable objectives for a Social Studies Programme in the primary schools.
2. To suggest ways and means by which these objectives can be incorporated in a programme of study in primary schools.
3. To suggest and assist in developing the form and content of suitable teaching materials to accompany the programme.
4. To recommend ways by which the new programme can be introduced in the schools system including possible arrangement of pre-service and in-service teacher training programmes.

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10. LET'S FIND OUT ABOUT ZAMBIA - AN INTRODUCTION TO LEARNING BY DISCOVERY

This is a paper written by Mr. Bwalanda of the Mufulira Teachers College Zambia in which he seeks, through carefully chosen topics on Zambia, to introduce both teachers and children to the discovery approach to the teaching of social studies.

In his preface, Mr. Bwalanda writes: "Many years ago, a British educationist said that if 25% of a class remembered 25% of the content of a lesson 24 hours later then the lesson had been well taught. This means that no matter how well we talk, much of what we say is wasted. Furthermore the children are in a passive state; they sit and, we hope, listen while we talk and chalk.

By the discovery approach the children become active participants in the business of learning. An effective use of learning by discovery is by the topic, or project, method in which a centre of interest is chosen and explored as fully as possible. The children work together in small groups, they pool their information and learn the art of co-operating with other people.

There is plenty to find out and they learn different ways of doing this. They learn how to sort out data, and how to put it together to make a connected story. The creative writing involved gives valuable experience with language, and the writing is done with a purpose. One of the most important aspects is that they find out how to find out, and it is hoped that their curiosity will be stimulated."

Copies of this paper have been distributed to all member countries and more copies can be obtained from the secretariat. It is hoped that readers will send their comments and observations to the secretariat. The secretariat will also welcome similar papers on different aspects of social studies to encourage discussion and reflection.

11. REGISTER OF CONSULTANTS, EXPERTS AND TUTORS

To get African Educators deeply involved in the process of innovation in social studies, the secretariat is compiling a list of Africans who could be used in social studies workshops and courses in the member countries. There are now over 25 persons on the register and they include University lecturers, teacher training college tutors, primary and secondary schools headmasters and teachers, education officers, inspectors of schools and persons actively engaged in curriculum development in social studies. To enable these persons to clarify their own ideas on the basic

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philosophy and methodology of the programme, to enable them acquire workshop techniques and develop common approaches, the secretariat is arranging to bring the first group of these consultants, experts and tutors together in a seminar in Nairobi from the 27th to the 29th January, 1971. A provisional programme for the seminar is as follows:

TUESDAY 26TH JANUARY

Participants and observers arrive. Accommodation and meals at the United Kenya Club and West View Hotel.

WEDNESDAY 27TH JANUARY

10.00 a.m Hon. Director welcomes participants and observers and introduces Dr. Karanja. Formal opening by Dr. Karanja, Vice Chancellor of the University of Nairobi.

10.30 a.m. Tea/Coffee.

11.00 a.m. Executive Secretary gives background of the programme and outlines the basic philosophy and methodology and gives an overview of developments in member countries. He also outlines the anticipated function of African consultants, experts and tutors in the development of social studies curricula in the member countries.

12.15 p.m. Lunch break

2.15 p.m. Environmental studies as a dimension of social studies by Mr. Harris (observer); chairman Prof. Ominde, Dept. of Geography, University of Nairobi.

3.30 p.m. Tea/Coffee

4.00 p.m. Discussion on the experience of the Nigerian Social Studies Project at Aiyetoro led by Mr. M.A. Makinde, Head of the Social Studies Dept. of the Aiyetoro Comprehensive High School, Nigeria.

THURSDAY 28TH JANUARY

9.00 a.m. Development of concepts in Social Studies within an integrated framework and strategies of enquiry by Prof. V. Rogers, Dept. of Elementary Education, University of Connecticut, Storrs, Connecticut, U.S.A.; chairman Prof. Ogot, History Dept., University of Nairobi.

10.30 a.m. Tea/Coffee

11.00 a.m. Inter-group relations and in-service training of social studies teachers by DR. J.S. Gibson, Director, Lincoln Filene Center for Citizenship & Public Affairs, Medford, Massachusetts, U.S.A.; chairman - Mr. S. Kajubi, Director of the National Institute of Education, Makerere University, Kampala, Uganda.

12.15 p.m. Lunch break.

2.15 p.m. Evaluation of Social Studies Programmes - teacher evaluation and feedback reports by Mr. H.C.A. Bulley, Lecturer, Psychology Dept., University of Ghana; chairman - Dr. Indire Hon. Director.

3.30 p.m. Tea/Coffee break followed by an informal discussion on the experiences of the Keele Integrated Project led by Mr. D. Bolam, Director of the Keele Integrated Project, Institute of Education, University of Keele, Staffordshire, England.

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FRIDAY 29TH JANUARY

9.00 a.m. Demonstration lesson on social studies using integrated approach with multi-media presentation and involving pupils in active methods of enquiry at the Nairobi Primary School by Mrs. Lucan, Ministry of Education, Freetown, Sierra Leone

10.00 a.m. Discussions on the demonstration.

10.40 a.m. Tea/Coffee

11.15 a.m. Education for International Understanding; building an international dimension into social studies programmes by the Executive Secretary.

12.30 p.m. Lunch break.

2.15 p.m. Final discussions of consultants, experts and tutors with the Hon. Director and the Executive Secretary (restricted to participants only).

3.30-5.30 Visit to Nairobi National Park (interested participants and observers)

6.30-8.00 Informal get-together at Taifa Hall, University Refectory.

X Mr. M.I. Harris, Director, Curriculum Development Project on Environmental Studies, Cartrefle College of Education, Wrexham, Denbighshire.

12. VISIT OF EXECUTIVE SECRETARY TO KAMPALA, UGANDA

The Executive Secretary paid a visit to Kampala and had discussions with the Chief Education Officer and the Chief Inspector of Schools of the Ministry of Education on the 28th October about the operations of the programme in Uganda. The discussions were very encouraging and there were indications that arrangements would be made, as soon as practicable, for a social studies project for primary schools to be launched. It was gratifying to learn that a teachers' centre was in the process of being developed at the Ministry of Education in Kampala. This will no doubt be an asset when the social studies project is eventually started.

13. PROPOSED VISIT OF THE EXECUTIVE SECRETARY TO LIBERIA

The Executive Secretary plans to combine his visit to Freetown for the Executive Committee meeting with a visit to Monrovia, Liberia to discuss programme activities with the Ministry of Education personnel. This will be the first visit of the Executive Secretary to Liberia since Liberia became the 12th member country and it is hoped that this visit will afford him the opportunity to assess the present needs of Liberia for assistance and support with respect to innovation in the social studies.

14. EXECUTIVE COMMITTEE MEETING

The Executive Committee of the programme is scheduled to meet in Freetown, Sierra Leone on the 3rd December, 1970. This meeting which will be opened by the Chief Education Officer of

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Sierra Leone, Mr. W.F. Conton, is a regular meeting and [illegible] other things (a) the finances of the programme, the response from funding agencies to the proposals of the programme and a strategy for generating funds from within the member countries and from organisations in Africa. (b) A calendar of activities of the programme for 1971 including the social studies seminar scheduled for January, 1971. (c) Policy decision on venue for Co-ordinating Committee meetings.

The following are the members of the Executive Committee;

(a) Dr. F.F. Indire, Faculty of Education, University of Nairobi - Hon. Director and Chairman.

(b) Prof. Edward W. Blyden III, Director of the Institute of African Studies, Fourah Bay College, University of Sierra Leone, Freetown - member.

(c) Prof. K.B. Dickson, Geography Dept., University of Ghana, Legon - member.

(d) S. Kajubi, Director of the National Institute of Education, Makerere University, Kampala, Uganda - member.

15. SOCIAL STUDIES SYLLABUSES AND GUIDES

Copies of the following syllabuses and guides can be obtained from the secretariat:

(a) Social Studies Syllabus for Grades I to VII of the Zambian Primary School (trial).

(b) Experimental Guide to the Teaching of Social Studies in Kenyan Primary Schools.

(c) Shashi River School (secondary) Botswana - syllabus on development studies.

(d) National Technical Teachers College, Lagos-Yaba, Nigeria - A syllabus and introductory lecture session for social studies 1970 - 1971.

(e) Revised Social Studies syllabus for Liberian Schools Grades I - XII by Dr. Abeodu Jones.

16. ASSP LIBRARY

A list of books available in the library of the ASSP has been sent to all members of the Co-ordinating Committee, consultants, experts and tutors. The list contains many books on the principles behind the development of curricula in social studies. There are also many books which can be used as resource material in social studies.

The secretariat wishes to make the following correction in the published list:
L.ASSP 127 - Social Studies (teachers guide) for Sierra Leone (January 1964) the author should be T. Aisie Lucan and not C. Nelson Fyle. The error is regretted.

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Since the publication of the first list additions have been made to the library (see the special library bulletin).

The secretariat welcomes suggestions as to suitable books that could be added to the library.

All accredited persons engaged in social studies in the member countries can borrow two books at a time from the library.